

7. Discipline.

- teach child that discipline of self is essential - makes for harmony in the group.

8. Accomplishment.

- teach child perseverance and joy in activity, for satisfaction of any play or work.

9. Happiness.

- try to make class fun, and get useful to the child's needs.

10. Social-mindedness.

- teach child to enjoy company of other children + to learn to get on with them.



## Principles of Education.

### Foundations of Method - Kilpatrick.

Principles - fundamental beliefs based on facts.

- used as guides in forming judgement & determining action.

Method - the most economical way of learning & teaching anything.

Education - physical.  
intellectual  
knowledge.  
moral  
aesthetic.

### Objectives for Education.

1. Health.
2. Command of fundamental tools of learning.
3. Worthy home membership.
4. Citizenship.
5. Vocation.
6. Ethical character.
7. Leisure.



Narrow vs. Wide.

Chapter 1

Kilpatrick

Laws of learning - set.  
readiness  
exercise  
satisfaction.

Method - 1) most economical way of teaching  
& learning, the thing at hand.

Learning - book & broader practical method  
(applying to independent thinking)  
2) learning is practice of things  
learned.

Learning is "concomitant (simultaneous)  
2) dependant on the teacher's  
attitude.

Narrow - detailed learning - psychological

Broad - education in life - philosophical

What to teach & how to teach it.

How to learn & how to teach.

Teacher - what are they learning  
- how best teach them all.



## ● Chapter 2.

## What learning is.

Law of learning - how learning takes place.

Stimulus - response - (bond between)

Responses often joined to bonds by nature.

Readiness - degree of stimulation needed to bring out a given response.

affected by - fatigue experience  
- preoccupation with other things  
- mental attitude (set.)

readiness - one response

set - whole outlook (mind as a whole)

bond - connection.

● Law of Readiness - above.  $S \rightarrow R$ .

" " Use & Disuse. (exercise)

Learning - acquiring new bonds + changing old ones.

Strengthened bond - response follows stimulus quickly.

Reflexes - uncontrollable.

Law of Satisfaction & Annoyance (Effect)

A modifiable bond is strengthened

& weakened according as satisfaction

& annoyance attends its exercise.

Interest makes effort.

● Law of Exercise concerns.

1) no. of repetitions.

2) intensity of exercise.

3) recency.



Associative Shift - (Conditioned Reflex)

Pavlov's Dog

Punishment has association.

Chapter 3

Another View of Learning

Sensory & motor neurones

Synapse - junction of 2 neurones.

- stimulation jumps over this
- central cord - axon
- receiving end - dendrite
- pt. receiving neurone end  
near discharging neurone end.

Readiness to set - loosening up of connections  
- result - learning.

Chapter 4

Instances of Learning

Psychology works practically.

Some of learning always there.

- may work against us.
- " work for us.

"Practice with satisfaction".

"Let annoyance attend the wrong".

a law of Effect

Learn by practice.

Readiness, exercise effect.



## Chapter 5.

## Mind-Set & Learning.

Mind-set → readiness & effort → satisfaction  
→ learning.

Inner urge - nothing can defy it.

Set & readiness - mind cleared for action.

End in view guides thinking.

Learning - comes from law of effect.

- movement that succeeds  
is used again.

- definite by success & failure.

Satisfaction - from 1) readiness of mechanisms  
2) resulting success.

Consciousness 1) connections of responses  
& stimuli made.  
2) right learning by proper  
attachments of satisfactions  
& annoyances.  
3) attention to highlight  
S. or a. felt & so  
increase learning.

## Remembering & Obstacles.

Mind-set - 1) definite end.  
2) inner urge to achieve end.  
3) readiness of resources.  
4) unreadiness to be thwarted.  
5) difficulties spurring on effort.  
6) the end only is success.  
7) satisfaction is fixing  
responses - or success.

Purpose means 1) likelihood of success.

2) urge brings efforts. 575

4) learning better. 3) good organization results.



Personality - disposition to use laws  
of learning tactfully.

Consciousness - function of stimuli & response.

## Chapter 6.

## Coercion + Learning

### Coercion -

- one person forcing another in something he dislikes.
- mind-set & attitude involved.

### Opposed mind-sets

- inner urge obstructed by circumstances.
- definite end in outside present work.
- unreadiness & deception.
- ambiguous success - aversion.
- less satisfaction.
- less learning.

Coercion sometimes good.

Avoid contrary mind-set

Coercion doesn't help concomitant learning

## Chapter 7

## Continued

### Requisites for interest

- 1) capacity for activities in order to bring satisfaction from success.
- 2) a promising activity.

### Building interest

- 1) Activity going with zest & challenge power.
- 2) Success should attend.
- 3) Approval valued.



● Overcome hindrances, keep faith, except praise.

Interest - inner urge  
- end in mind.

- success in work & praise.

Moral situation - younger children inferior.  
Punish educationally & wisely.

## Chapter 8. The Wider Problem of Method.

Attitudes - more important than anything else.

- form character

- cannot be assigned.

● Learnings - primary - at hand  
associative - accompanying  
concomitant - philosophical

Primary too stressed.

Wider method is problem of life.

Focus - thing at hand.

Marginal - accompanying, subconscious attention.

- many stimulations & responses.

Mind-set - strength of mind-set.

- distraction can be focal.

- fixedness must be fixed, not too much & too little.

- persistence increased by practice.

- sensitivity - open mind-set.

Marginal responses, mind centres of interest & stimulation.



Centre of interest - organized S-R bonds.

Problem of method -

- build interests + sensitivities by marginal responses.
- stimulate right marginal responses + respond accordingly.

We must depend upon method making upon marginal responses to build centre of interest.

Chapter 9.

Continued.

Effect of edifice + ritual.

Centre of interest always being built.

- increase scope of character.
- democracy characteristics needed.

Old attitude -

- course of study - what should be learnt.
- assign lesson
- test lesson.

Interests for common good built.

Method - 1) stir interest.

2) reach for beyond present.

Relevance - marginal responses likely to occur.

- stimulate associative + primary learnings.

Form - motor response of skill.

1) memory connection.

3) disposition to or from action.



## ● Wider problem of method

- total responses into best whole.
- builds attitudes & appreciations.
- builds heart & its issues.

Remembering - understanding, appreciation & learning

## Chapter 10.

## Interest

Interest - not spoiling:

- two kinds.

noun - interests

verb - is interested.

- stimulation of mind-set.  $S \rightarrow R$ .
- mind set & readiness.

## Doctrine of interest

- condition favorable for learning.
- whole-hearted endeavors.

Indulgence not interest.

Effort - 1) steps taken in spite of difficulty.

2) more effort, less interest.

- brings happiness.

- effort over difficult things - means joy of stronger things.

## Discipline & interest

- give child difficulties along his own interests.

● Curriculum - 1) know child's interests.

2) know how to stimulate, guide & direct these to growth.

Interest - emotional warming up.

Effort - challenging difficulty has been met.





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